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that make a real man or woman: a person without character is so much less than a man: and a man of character is a man in the fullest sense" (p. 3).

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Experiments in Educational Psychology. By DANIEL STARCH. New York, The Macmillan Co., 1911.—pp. vii, 183.

"This book is designed to serve as a guide for laboratory experiments in educational psychology. . . . For many experiments the material is contained in the book. . . . In order to emphasize the practical aspects of the principles brought out in the various experiments, a brief set of exercises is placed at the end of each chapter. . . . Additional references are given to excellent practical problems." . . . (pp. v–vi). Of the thirteen chapters in the book the first four deal with individual differences, sense defects, and types of mental imagery. Chapters v to viii are more strictly pedagogical in character and include the titles "The Trial and Error Method of Learning" (chap. v), "The Progress of Learning" (chaps. vi–vii), and "The Transference of Training" (chap. viii). The remaining chapters are psychological in character and bear the titles: "Association," "Apperception," "Attention," "Memory," "Work and Fatigue." The book ought to be a valuable instrument in the hands of elementary students of education.

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Lectures on Fundamental Concepts of Algebra and Geometry. By JOHN WESLEY YOUNG. New York, The Macmillan Co., 1911.—pp. vii, 247.

This book appears in response to the present widespread interest in the fundamentals of mathematical theory. The author's purpose has been to "give a general exposition of the abstract, formal point of view developed during the last few decades, rather than an exhaustive treatment of the details of the investigations" (p. v). The twenty-one lectures which compose the book were delivered at the University of Illinois during the summer of 1909. In the first five lectures it is proposed to "consider rather informally our conceptions of space, and to illustrate in a general way the point of view to be followed in the later, more formal discussion" (p. 8). Beginning with a discussion of the historical development of the conceptions involved, it is found that Euclid's *Elements* is the "earliest work in which mathematics is exhibited as a logically arranged sequence of propositions," as the science of mathematics is defined by the author (p. 2). In these introductory lectures it was found that "the meaning popularly attributed to certain fundamental concepts . . . lacks precision, that the axioms and postulates of geometry cannot be regarded as self-evident, . . . that our intuitive knowledge of space is not sufficient to determine completely the fundamental propositions of geometry" (p. 58). "It thus became apparent that a purely logical treatment of geometry implies a purely abstract treatment, . . . it was seen that the